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AUTHOR Lemon, Donald: Anderson, Karen
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ABSTRACT

A 7-month training institute for librarians at American Indian reservation libraries is described in this report. Goals of the institute were to provide the 19 hours of coursework necessary for the participants to qualify for library certification, and to develop specific skills and competencies related to the special needs of area reservation communities. Curriculum profiles are provided for each of the courses: modifications, based on the institute policy of on-site training and a required two weeks per semester on campus, are explained. Also profiled are the staff and 10 participants in the institute. Photographs and brief descriptions are provided for the seven sites, where workshops and practical skills were supervised by visiting university staff, and special benefits of the program are discussed. A final evaluation report, registration information for the institute, and schedules for on-campus instruction are appended. (SW)

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# For the Sake of the Children
# A Native American Program

## Institute for Library Training of Media Aides and Support Personnel

## Final Evaluation Report

Submitted by:
Dr. Donald Lemon, Director
Mrs. Karen Anderson, Field Coordinator and clinical professor

University of North Dakota
Grand Forks, North Dakota
August 1978

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## OBJECTIVES OF THE INSTITUTE

**Program Objectives**

The goals of this program fell into two basic categories. The first, in the area of professional development for the participants, i.e., attainment of college credit hours necessary to qualify for certification. This institute has provided the opportunity for the participant to acquire 15 library science college credit hours in the academic year, and four credits during the following summer. This program has met the requirement for the American Library Association's "Library/Media Aide and/or Support Personnel" criteria for paraprofessional personnel.

The second goal was in the attainment of specific skills and competencies related to the special needs of the reservation communities.

*FRONT ROW, LEFT TO RIGHT:*
*Valerie Merrick, Sharon Hsu, Marjorie Ketterling, Barbara Walking Eagle, Bridget Lauinger, Jeniva Huber, Margaret DeCouteau, Madonna Schaner.*

*BACK ROW, LEFT TO RIGHT:*
*Karen Anderson, Instructor, Charma Murphy, Secretary, Myrna DeMarce, Jo Streyle, Lora Schultz, Robin Kimmerly, Margaret Teachout, Dr. Don Lemon, Director.*

**Professional Development of Participant**

The goals were to:

1) Enable ten persons to gain basic library-media competencies, as well as formal educational skills.

2) Enable each participant to enter the library profession at a level defined by ALA as a "Library Technician", which is a support, paraprofessional position.

3) Enhance each participant's employment opportunities by providing 19 hours of library science college credit applicable toward an A. A. or B. S. degree and specialized training in the future.

4) Enable the participants to work toward an A. A. degree with competencies they can use in their own districts.

5) Provide each participant with the necessary skills and specialized training which will enable them to assume positions of leadership and employment in the reservation's libraries.

6) Enable each participant to improve interpersonal relations between Indians and non-Indians.

7) Encourage each participant to influence selection of culturally related materials for the libraries in which they work.

8) Enable each participant to serve as role models to the young of the community.

9)Provide motivation and opportunities for participants to further their education by pursuing a B. A. degree in Librarianship, thereby filling the great need for Native American librarians.

**Development of Specific Skills and Competencies**

The goals were to provide the participant with the skills necessary to assist in:

1) Implementing library and information service programs in the schools and in improving the quality of existing libraries.

2) Formulating plans for reservation-wide library organizations and development.

3) Integrating the facilities and services available from the current National Indian Education Association Library Project with new programs and services.

4) Selecting appropriate print and non-print materials for individual community learning centers.

5) Assisting faculty, local patrons, and students in the location and utilization of materials, information, and equipment.

6) Organizing and maintaining materials and equipment in an acceptable and practical manner to facilitate use of the library.

7) Establishing goals and objectives for their library.

8) Operating a variety of audiovisual equipment including tape recorders (both video and audio), film projectors (both 8 mm and 16mm), cameras (both 35 mm and 8 mm), and overhead projectors.

9) Interpreting user requests and locating information sources and services needed by them.

10) Identifying local needs and areas of interests to initiate action to meet them.

11) Demonstrating the need for a library to reflect composition and needs of a community to effectively serve that community.

12) Planning a budget for their library.

13) Communicating library and user needs to funding agencies and local administrations for better future operating budgets.

14) Organizing appropriate public relations efforts to promote library usage.

15) Recommending desirable changes in facilities and in programs upon completion of the project.

16) Conducting library orientations and in-service workshops for students, school staffs, and local patrons.

## HOW THE OBJECTIVES WERE MET

**Courses--requirement and objectives**

LSAV 271--Introduction to Library Science and Audio-visual Instruction

Requirements:
- Homework; assigned periodically
- Four large projects (including writing a policy manual for the individual libraries and making a floor plan of the library to increase efficieny)
- Work in assigned library 10 hours per week for 16 weeks
- Final exam

Objectives:
- Introduction to "library orientation" unit with basic library skills necessary for competency in course
- Development of organization and arrangement of the library with emphasis on Dewey Decimal and Library of Congress classification systems; how they are used and applied
- Introduction to technical services with detailed instruction on all routines and competencies
- Discussion of current issues, problems, trends, developments, career opportunities available; emphasis on local libraries
- Introduction to basic philosophies of libraries and encouragement for student to develop her/his own; demonstrated attitudes and principles to produce competent Library Technicians and encouragement to pursue career to professional status

Libraries Used:
- Montgomery Hall, Library Science Department
- Chester Fritz Library, University of North Dakota
- Devils Lake Elementary School Libraries
- Fort Totten Elementary School Library
- Standing Rock Community College Library, Fort Yates
- Carnegie Public Library, Devils Lake
- Solen School Library
- Cannonball School Library
- Little Hoop Community College Library, Fort Totten
- Fort Yates Elementary School Library
- Teacher Corps Resource Room, UND

Libraries visited during course for enrichment and idea gathering purposes:
- University Library: Chester Fritz Library, UND
- Public Library: Grand Forks Public Library
- High School Library: Red River High School Library
- Elementary School Libraries: Kelly Elementary School (open library concept), Washington Elementary School (self-contained concept)

LSAV 300--Reference Sources and Services

Requirements:
- Homework
- Answer series of questions from reference books studied
- Prepare selected bibliography on chosen subject (literature search)
- Exams

Objectives:
- Acquaint students with nature of reference work, emphasizing basic concepts of service
- Equip students with fundamental principles and specific methods and devices used by reference librarians
- Introduction of general reference sources, emphasizing usefulness
- Develop competency with skills in locating, selecting, describing, evaluating; using reference material which contributes to efficient reference service and utilization of reference sources

Libraries Used:
- Montgomery Hall, Library Science Department
- Chester Fritz Library, UND
- Lake Region Junior College Library
- Standing Rock Community College Library, Fort Yates
- Fort Yates High School Library
- Veterans Memorial Public Library, Bismarck
- North Dakota State Library, Bismarck
- Carnegie Public Library, Devils Lake

LSAV 305--Building Media Collections

Requirements:
- Homework
- Needs assessment survey developed; minimum of 100 books
- Material Selection and Acquisition Manual
- Exams

Objectives:
- Present information concerning criteria for selection of material, selection tools available for print and non-print materials
- Demonstrate needs assessment survey as a foundation to establishing a basic collection for each library
- Ability to demonstrate competency in: a) process of ordering; b) knowledge of important selection of tools and how to use them; c) ability to work with professionals and teachers to gain ideas and suggestions for material selection; d) knowledge of maintaining and weeding collection under supervision; e) ability to set up consideration file for selection and keep it current

Libraries Used:
- Montgomery Hall, Library Science Department
- Chester Fritz Library, UND
- Lake Region Junior College Library
- Little Hoop Community College Library, Fort Totten
- Standing Rock Community College Library, Fort Yates
- Devils Lake Elementary School Libraries
- Carnegie Public Library, Devils Lake
- Fort Totten School Library
- Fort Yates Elementary School Library
- Solen School Library
- Cannonball School Library
- Teacher Corps Resource Room, UND
- Reading Education Resource Room, UND

LSAV 365--Basic Audiovisual Hardware

Requirements:
- Become familiar with the operation of 18 different pieces of audiovisual equipment
- Operate audiovisual devices with 75 percent efficiency
- Produce audio and vieo tape
- Produce software packet (splice film; tape, mount, laminate picture; produce transparency; produce tri-color ditto; produce spirit master product)
- Final exam

Objectives:
- To learn how to operate full range of audiovisual devices and to do "troubleshooting"
- A "how-to", "hands-on" course

LSAV 425--Classification and Cataloging for Media Collections

Requirements:
- Homework
- Indexed notebook of notes and handouts
- Two quizzes
- Catalog 27 original items
- 20-30 catalog examples from instructor
- 10-15 exercises
- Final exam

Objectives:
- Be able to catalog all types of media discussed in the Anglo-American Cataloging Rules (excluding incunabula and manuscripts)
- Be able to use Anglo-American Cataloging Rules, Dewey Decimal Classification, and Sears List of Subject Headings with competency
- Be familiar with the eight catalog card forms and the added entries for each; also adaption of these for each media
- Demonstrate competency in the ability to classify and catalog original material in a small library

HRD 486--Practicum; Field Experience/Library

Requirements: On-campus course description:

Opportunity for students to engage in professional learning activities related to their University preparation and/or inter-professional areas of interest within the human services fields under faculty--professional--supervision.

Student logs and reports required. Four hours weekly contact required for each one semester credit hour.

Prerequisite: consent of supervising department and department of student's major.

In addition, the field-based requirements are: Work 16-18 hours per week in a library under the supervision of the local professional librarian. If there is no librarian, the principal assumes responsibility. The UND instructor will visit at least once a month to assess work and competencies, and to discuss individual library problems. At these times, the student will demonstrate accomplished competencies.

Special project, individualized according to the library's needs; the permission and support of the librarian is requested. The project is designed to show the student's capabilities.

Objectives: Actual learning is more efficient by placing the student in a real situation, under supervision

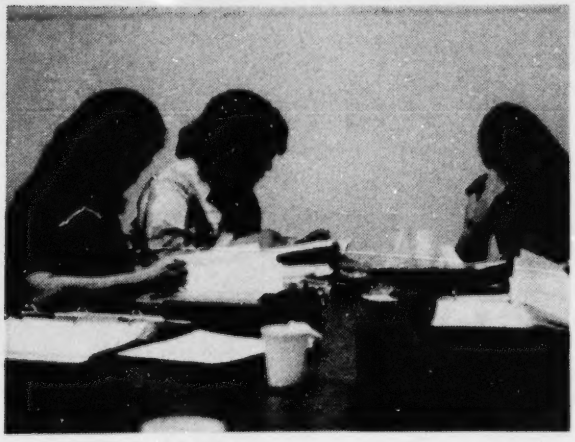
Better preparation for actually working in a library by training in real situations under supervision.

Evaluation of student's progress in lirary competencies will be regularly checked on an individual basis

Libraries Used: Standing Rock Community College Library, Fort Yates
Little Hoop Community College Library, Fort Totten
Carnegie Public Library, Devils Lake
Devils Lake Elementary School Libraries
Fort Totten School Library
Fort Yates Elementary School Library
Solen School Library
Cannonball School Library

*Leaving Chester Fritz Library after a long day.*

*On-Campus Week*



**How the courses were taught**

Each course used the same objectives as the course currently being offered on campus, as much as feasible and possible.

Class work towards those objectives were modified, individualized, and revised as the need arose. For instance, it became clear at the beginning of the year that if the students were to get the most benefit out of their required two weeks per semester on campus, the course work would have to be rearranged. Courses on campus follow a sequence that was not logical in a field-based program. Course work had to be broken down into units and those further divided into what was possible to teach in the field and what absolutely had to be taught on campus. The criteria for establishing what sub-units had to be taught on campus was: 1) the availability of the best instructor for that particular part of the course (most instructors were not free to leave campus for three days twice a month to teach in the field); 2) the amount of material needed to teach a unit (audiovisual equipment, reference books); and 3) evaluative field trips to other libraries. It is more conveient to UND personnel to teach courses on campus and in fact some instruction is best provided on campus. Decisions had to be made about what would be taught on campus and which learning experiences could be best taught in the field. Two five-day periods on campus meant about 25-30 contact hours per class for the students for the lecture classes. Thirty to forty class contact hours were taught in the field because two classes were being taught each semester. These hours, plus supervising the practicum produced a schedule that looked like this for the clinical professor/field coordinator:

**Tuesday morning** -- 6:30 am -- Leave UND
Arrive Devils Lake (drive), or Bismarck (fly)-8 am
Arrive Fort Totten (drive), or Fort Yates (drive)-- about 10 am; begin visiting sites, doing observations, working with individual students. Each student is given at least four hours every visit (about once every three to four weeks). Some students who have less supervision at other times are given more time. Instruction and timing were flexible as the needs presented themselves.

**Tuesday afternoon** --
Finish observations for day at 5 pm. Night classes begin at 6:30 pm and last to 9:30 pm.

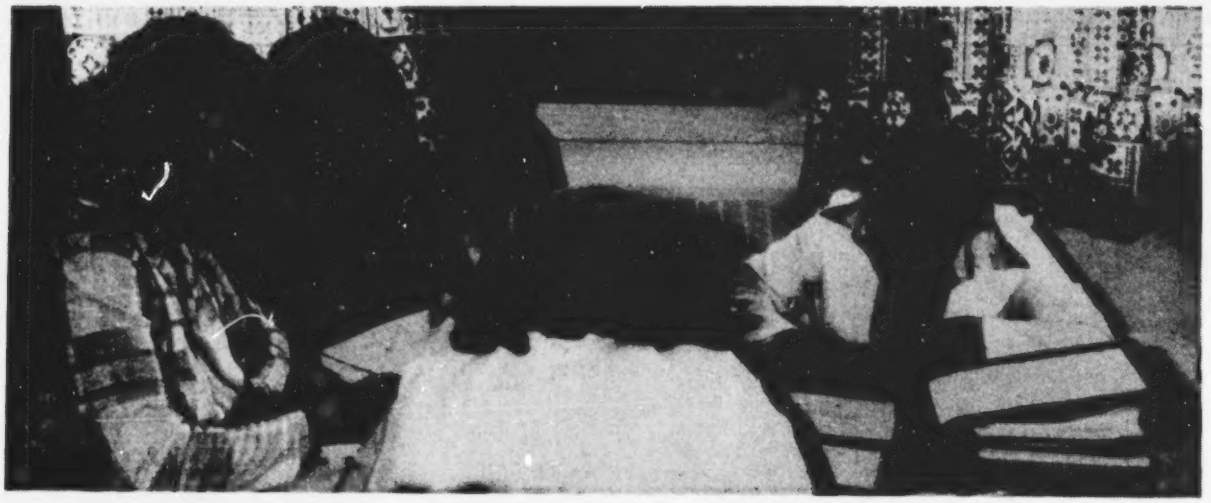
**Wednesday** --
A repeat of Tuesday, except the day's work begins at 8 am.
Another class is taught this night also, beginning and ending at the same times.

**Thursday morning** --
Work begins at 8 am. A finishing up of visitations and instructions.
By this time, the clinical professor has seen every student in class for a total of six hours and has met with them individually for at least four hours on individual problems concerning their libraries and the progress of their class work.

**Thursday afternoon** --
Leave Fort Yates at 3:15 pm to catch 5 pm plane in Bismarck.
Leave Fort Totten at 4:30 pm after school lets out for the day.
Arrive at UND approximately 7 pm. Unload materials.

*Students worked hard to complete assignments.*

*Cataloging takes so much concentration.*



**Friday morning --**

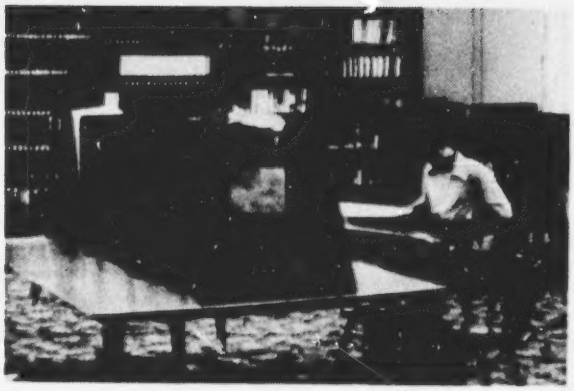
Report to work on campus at usual time.

During the spring semester, classes were sometimes held from 4:30 pm to 7 pm because travel was so difficult at night when the weather was hazardous and severely cold. This was especially true in Fort Yates, when two students had to travel 70 and 100 miles, respectively, from their school to class and then home. Those were long days, and late afternoons were a poor time to have class because everyone was fatigued from the day of work, but weather and travel conditions made this necessary. It appears this coming year the students will be more centrally located, so the only person needing to travel long distances will be the instructor.

**Resources used**

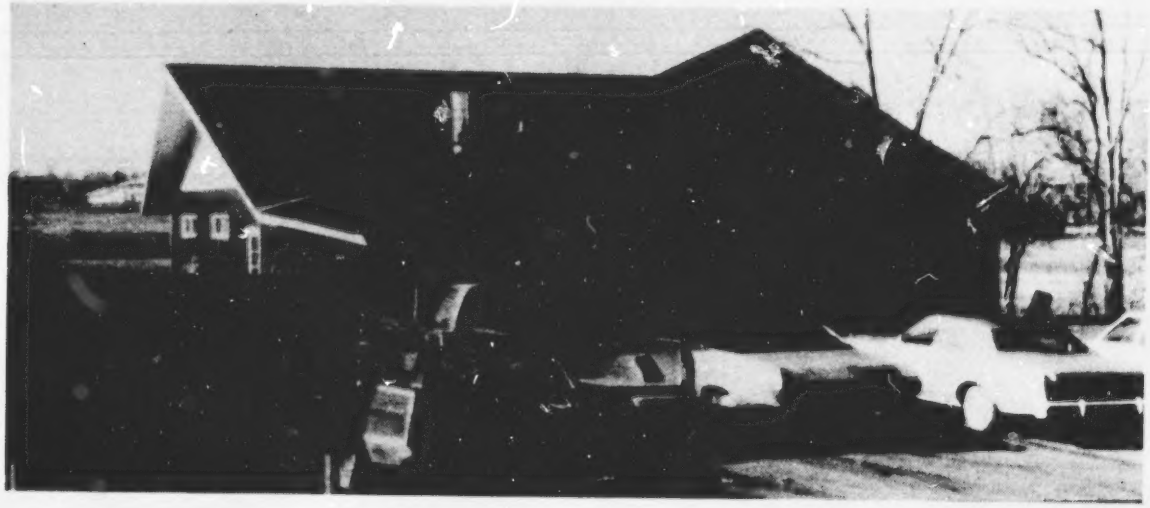
Classes were taught in the field in the following locations:

Fort Totten area-Little Hoop Community College
Lake Region Junior College
Standing Rock area-Fort Yates High School
Standing Rock Community College Library



*On site reference classes were held at Fort Yates High School, Fort Yates and at Lake Region Junior College in Devil's Lake.*

*Little Hoop Community College at Fort Totten.*



In the Fort Totten area, there were eight students: three from Fort Totten, four from Devils Lake, and one from Leeds (40 miles from Fort Totten). This group was 50 percent Indian and 50 percent Anglo. In order to make time spent on travel as equal as possible, the clinical professor alternated class time between Little Hoop and Lake Region. Since Little Hoop had typewriters and an empty classroom, these areas were utilized. Lake Region's library was larger than Little Hoop's collection of books, so the Reference class was held there. An accomplishment of the program was to provide a model for many persons in the school and the school community to see first hand where Indian and non-Indian worked closely and cooperately for both personal goals and professional goals.

In the Standing Rock area, no library had an outstanding collection of reference books. Fort Yates High School had the most adequate and Mrs. Wilda Ketterling, the librarian, was most gracious in welcoming the program to use her facilities.

Other classes were held at Standing Rock Community College library partly because one of the students had to work there and keep it open. It provided a relaxed, informal atmosphere to conduct a small class. Many students, however, felt that local resources were not adequate for some classes, particularly the reference and audiovisual classes. Most of the students spent a good deal of time driving 140 miles round trip to a more adequate library. Efforts have been made to alleviate this problem.

## Personnel

**Dr. Donald Lemon** -- Dr. Lemon served as director with no additional pay in order that this program could be more easily facilitated in the Native American communities, since he had been a successful director of Teacher Corps in these areas. He also advised how to adapt the library science curriculum into a competency-based, field-based framework. Dr. Lemon's experience in these fields greatly facilitate the quality of work completed in the Native American areas and the speed with which they were accomplished.

**Karen Anderson** -- Mrs. Anderson was the principal instructor in the field and in charge of on-the-job training and individualized instruction and training of all the students. She was responsible for coordinating curriculum with the Library Science Department and adapting the instruction to be taught on site and on campus. She worked closely with administrators, B.I.A. officers, and Tribal Council members to facilitate the best use of the students in their work and to raise the level of library-consciousness of the lay people in local communities.

**John Andrus** -- Mr. Andrus was hired as an administrative assistant to assist Dr. Lemon. He did a variety of tasks in order that Dr. Lemon's time would be freed to spend with the Library Training Institute. Mr. Andrus also assisted Mrs. Anderson in such tasks as the registration of students, clearing records, and obtaining transcripts, etc. He also taught a unit on calligraphy to the program students during the summer semester.

**Charma Murphy** -- Although Mrs. Murphy is listed as a Secretary I, she performs far beyond her job description. In addition to the regular secretarial duties, she does research for Mrs. Anderson in the University library, looking up materials for classes. She also acts as the "librarian" for the Resource Room shared by Teacher Corps and the Institute, keeping track of the materials, cataloging and classifying material, and other jobs connected with staffing a small library.

*Checking homework at an on-site class in Standing Rock Reservation.*

**Lincoln Jerstad** -- Mr. Jerstad acts as the budget officer for the Institute and handles the finances and the records. Mr. Jerstad is also the budget officer for Teacher Corps, so he is well-qualified to assume this responsibility. From the Library Science and Audiovisual Department:

**Neil Price** -- As the chairman of the department, Mr. Price personally went over the syllabus of each course and gave his approval of content and the method by which it was taught. He team taught the Reference class with Mrs. Anderson, and also acted as a consultant for the Introduction course and the Building Media Collections course.

Mr. Price participated in a limited way in the preparation of both proposals, and the Library Science and Audiovisual Department agreed to assist in implementing the proposals.

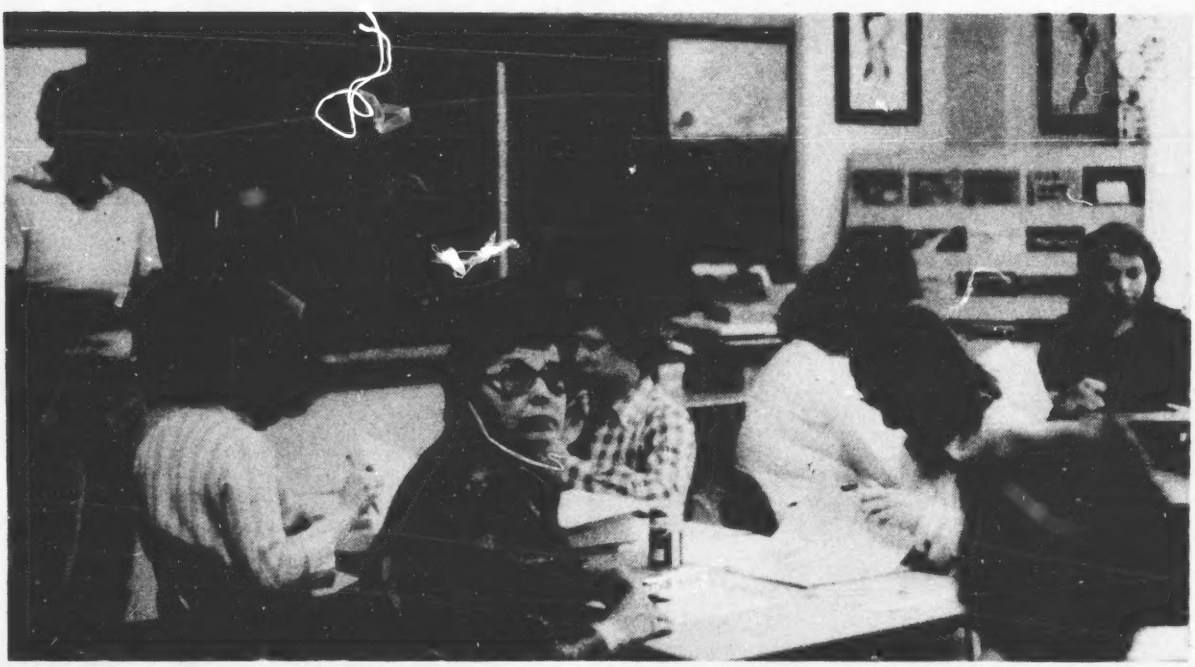
**Darrel Evanson** -- Mr. Evanson taught the audiovisual class which was conducted primarily on campus during the two one-week periods. At the end of the course, it was concluded by Mr. Evanson and Mrs. Anderson this was not the most effective learning situation, so other avenues have been explored for next fall.

**Paul Renick** -- Mr. Renick taught the cataloging class in the summer session with Mrs. Anderson helping with the homework assigned to be completed in the field. Mr. Renick taught the class on site and on campus. Mrs. Anderson checked to see that assignments were completed correctly as assigned and administered the final exam.

**Consultants**

Some other professionals were brought in to work with the trainees while they were on campus for special lectures; these included Dr. Ruth Gallant, an expert on the application of children'a literature in the classroom. Others used when special tours of libraries were taken: Mr. Dennis Page, director of Grand Forks Public Library; Mrs. Peggy Koppelman, children'a librarian for two of Grand Forks's elementary schools; Mrs. Kathleen Hill, librarian at Red River High School; and the staff at the Centralized Processing Center in Grand Forks.

*A Calligraphy unit proved to be an interesting alternative activity in the day's work.*



# Students

Sharon Hsu -- Anglo -- Solen, North Dakota
age: 30's
employed: Cannonball Elementary School Library
3 children

Sharon is the wife of a rancher and is involved in her community. She is interested in ugrading the quality of education in the local schools for her children's sake. Sharon is a good student, greatly motivated and enthusiastic in applying what she has learned to her job. Sharon has already had a great impact upon the community's interest in library services. It is anticipated that this will continue to grow. By the time Sharon obtains a B.A. degree, about 18 months from now, Cannonball will be ready to employ a librarian for the first time in its history.

Barbara Walking Eagle -- Indian -- Fort Totten
age: 30's
employed: Fort Totten School library
3 children

Barbara is a typical student. It is her determination and strong motivation to better her library that moves her toward success. She does not exhibit a forceful leadership style; instead, she goes about quietly getting the job done.

Myrna DeMarce -- Indian -- Fort Totten
age: 30's
employed: not at present
8 children

Myrna holds a strong position in the community. She is knowledgeable and a very good student. She somehow finds time to carry out the library science responsibilities plus other units at the community college to qualify as a full-time student. She does each job well and will be an excellent potential librarian.

Bridget Lauinger -- Anglo -- Devils Lake
Age: 20's
employed: Carnegie Public Library

Bridget is very quiet. She is, however, rapidly developing self-confidence and justly so. She has become one of the best academic students. Bridget's future looks bright as a library technician.

Jo Streyle -- Anglo -- Leeds, North Dakota
age: 20's
employed: not at present

Joe is at the top of the class in cognitive learning. She is also "test-wise" and "teacher-wise", having spent many recent years in school. Jo has the ability to become a good adult public librarian. She was the other graduate, obtaining her A.A. degree with a Library Technician certification in August.

Lora Schultz -- Anglo -- Devils Lake
age: 30's
employed: Minnie H Elementary School library

Lora has worked in her present position for several years. She is a former teacher with two years of college. She likes her job and is good at it. She has become a better library worker as a result of the training she received this year. This is reflected in the greater usage in the library and her increased enthusiasm.

Valerie Merrick -- Indian -- Fort Totten
age: 20's
employed: Little Hoop Community College Library

Valerie is a very good student, with strong leadership potential. She tends to be the spokesman for her friends. She has been and is a driving force in leadership in Fort Totten. She was one of the first graduates, obtaining her A.A. degree in August, 1978, with a Library Technician major.

Robin Kimmerly -- Indian -- Devils Lake
age: 20's
employed: Prairie View Elementary School library

Robin is a very good student and has excellent rapport with young children. She also has exhibited an unusual degree of strong leadership abilities for one so young. Robin has great potential to be a leader in the library field and can be of special service to Indian people in this regard.

Jeniva Huber -- Anglo -- Devils Lake
age: 40's
employed: Sweetwater Elementary School library
4 children

Jen was one of the few students who entered the program with no college background. However, this has not affected her performance. She has managed to be a very good student, working diligently on all assignments. Her confidence in herself and her job has increased tremendously during the past year. She plans now to pursue her education to a B.A. degree.

Margaret Teachout -- Indian -- Fort Yates
age: 50's
employed: Standing Rock Community College

Margaret is Sioux and is deeply interested in tribal and reservation politics. She has been direcor of Standing Rock Community College library for three years and is a respected member of the community. Due to ill health this past year, Margaret did not perform as well in course work as might have been expected. In spite of this, she did endure and continues to be a strong role model in her community.

Margaret DeCouteau -- Indian -- Bismarck
age: 30's
employed: United Tribes Educational Technical Center
6 children

Margaret came to the program in January with some years of library experience behind her, which made her more knowledgeable than some of the other students. This year proved to be the turning point in her life. As Margaret gained the education to match her background experience, she was able to apply for and obtain the position of library assistant at United Tribes. She is doing a fantastic job re-organizing their library. Margaret graduated with an A.A. degree in May from Standing Rock Community College.

Madonna Schaner -- Anglo -- Mandan, North Dakota
age: 40's
employed: Solen Elementary School
2 children

Madonna is the only student who already has a B.A. degree. Since Solen has never had a librarian, a teacher has been assigned to the library for three periods a day. Since this was Madonna's assignment last year, she applied to join the program to gain enough library science courses to be credentialed as a librarian in a Class-III school. This she has done and now Solen will have a certified librarian.

Marjorie Ketterling -- Anglo -- Fort Yates
age: 40's
employed: Fort Yates Elementary School library

Marjorie joined the program in January, largely out of curiosity. She had no college background. She proved to be a hard worker and a willing, enthusiastic learner. She quickly became an excellent student and very committed to library work. Because her husband is employed by the B.I.A., she will not remain in Fort Yates very long. However, she plans to pursue a career as a library technician wherever she goes.

**Former Students**

Jeanne Schmidt -- Anglo -- formerly Devils Lake
previously employed: Prairie View Elementary school

Jeanne was in the program for the first semester only and then her husband was transferred to Illinois. She was an excellent student and transferred her work to a Library Technician program in a community college in Illinois.

Gail Azure -- Indian -- formerly Fort Yates
age: 20's
previously employed: Standing Rock Community College library

Gail completed the first semester only. Personal problems prompted her to drop the program and move to New Mexico at the end of the semester.

Linda Gipp -- Indian -- Fort Yates
age: 20's
previously employed: Standing Rock Community College library

Linda joined the program in January. After two months, she informed the University that she was not "that interested" in libraries and did not want to pursue further training. Unfortunately, she delayed her final decision to discontinue in the program until the deadline had passed for dropping courses, resulting in failing grades being recorded for that semester.

All the students were highly motivated, enthusiastic, and hard workers. Their class attendance was virtually 100 percent. Work was always completed by deadlines and done very well. These were exceptional students to work with and teach.

*The original Fort Totten still stands. It is being renovated as an historical landmark.*

*Crossing a bay of Devil's Lake on the way to Fort Totten.*

# Sites

Devils Lake Sioux Reservation area

1. Little Hoop Community Library-Fort Totten

This library is the smallest of all the sites. The book collection is approximately 300 books, with about 25 magazines. In the past, the library has operated on a zero budget. This year, the library has been remodeled to make it larger, including room for a study and browsing area. The B.I.A. has given the library monies during this past year so that it might purchase books needed for course work at the college.

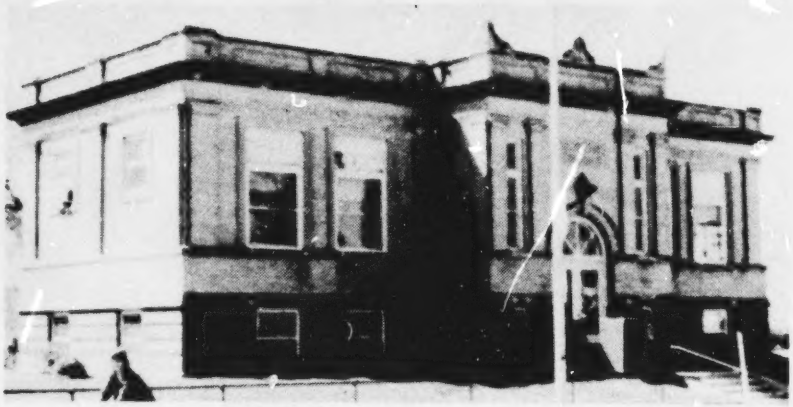
In the past, the library had been cataloged under the Library of Congress system. The two students who have worked there have been changing it to the Dewey system; a slow, tedious project that should improve the library's usability.

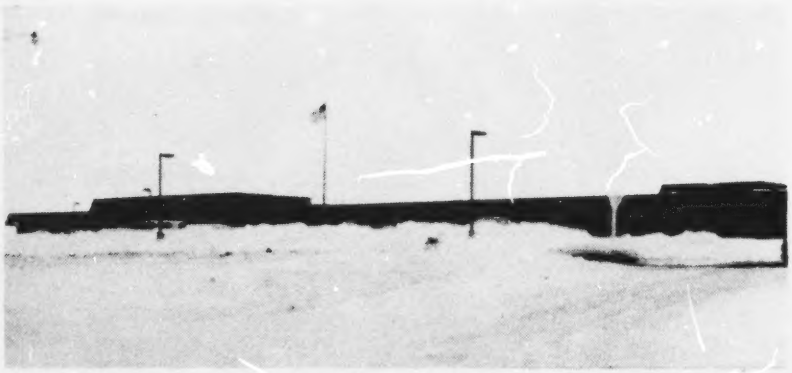
2. Fort Totten School Library-Fort Totten

This is a K-12 school with a 99 percent Indian population of about 300 students. The library is located in the high school wing. Last fall, the library also served as an English classroom for half of the day, taught by the librarian/English teacher. The dual usage of the library as a classroom was gradually resolved during the year, with fewer classes held in the library. This fall, it will be fully utilized as a library. Superintendent Hohenstein and Principals Fountain and Motis have been very supportive of the library program, and worked hard to correct the problems that had existed in the library. Personnel changes have allowed the library to be reorganized this summer. It should be ready to serve as a real media center for the school this fall.

3. Carnegie Public Library - Devils Lake

This is a small public library operating on a very tight budget. Mr. Dan Koper, the head librarian, plus a half-time children's librarian, are the only staff except for two students in the program. Mr. Koper has been very supportive of the training program. He has been able to operate the library with a staff of three and a half people, instead of one and a half, which has been very beneficial to the community because the library has been open longer hours. This is making it more accessible for everyone in Devils Lake.



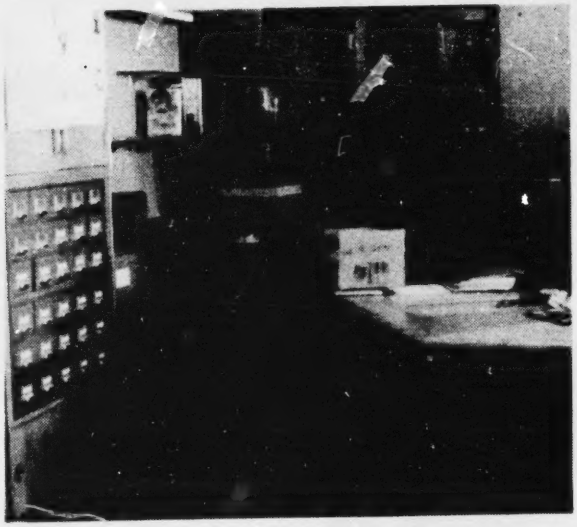


*Carnegie Public Library in Devils Lake.*

*Winter snows piled high against the Sioux Tribe Community Center in Fort Totten, which houses the Bureau of Indian Affairs, Public Health, and tribal offices.*

*Story time at Fort Totten school library.*

*Student helpers learning early to like library work.*

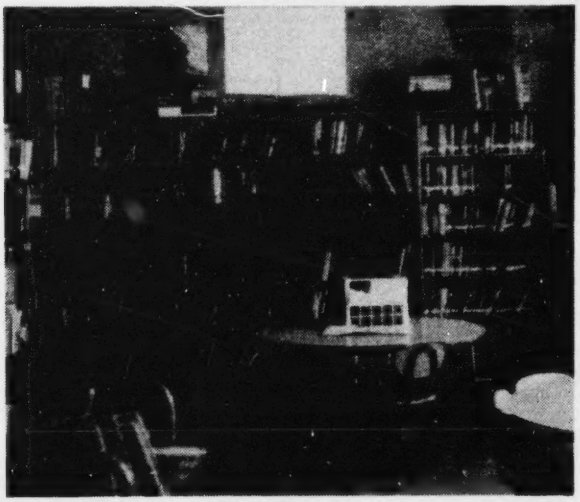


*Note unusual card catalop and small work and storage area.*

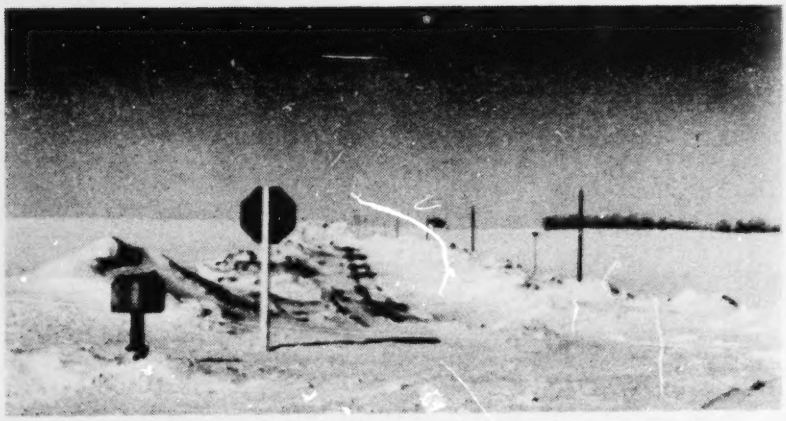
*Story hour at Devils Lake.*

4. Prairie View Elementary School Library - Devils Lake
   Sweetwater Elementary School Library - Devils Lake
   Minnie H Elementary School Library - Devils Lake

All three schools were supervised by an elementary librarian. One student worked in each of these libraries half-time and these three students served as teacher aides the other half. These were the most stable libraries and the best stocked and supervised. For this reason, these students were able to have excellent learning experiences and training activities. There was less evidence of great change in these libraries, because they were better to begin with.



*Scences of an elementary school in Devils Lake.*

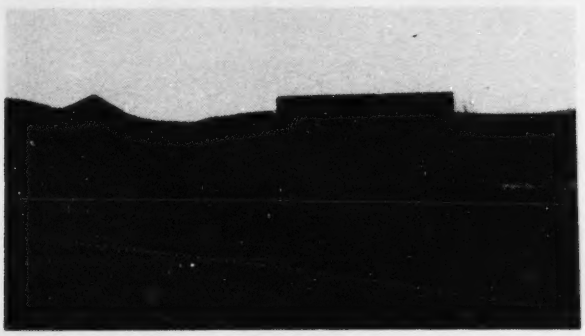


*One of the "roads not traveled by" in the winter without a truck or a snowmobile. Adjustments had to be made around the weather.*

*The road to Fort Yates winds along the Missouri River and is far from any towns or people.*

*Buffalo still roam these plains but they are now owned by the Sioux.*

*Entering Standing Rock Reservation--35 miles south of Bismarck.*



5. Standing Rock Community Library - Fort Yates
This was a demonstration library built by NIEA funds in 1973. However, a partially trained staff and an insufficient maintainence budget has depleted the library over the past five years. There is some hope, however, that new federal funds through the Indian Education Act will provide a permanent budget to begin to strengthen and rebuild the collection. This time, the staff will be better trained and able to meet the challenge of operating this library.

6. Fort Yates Elementary library - Fort Yates
This library was closed last year because after nation-wide advertising, no librarian could be found to fill this B.I.A.-Indian preference position. This caused many problems for the teachers and students. Last January, two trainees were placed in the library and supervised by the high school librarian, Mrs. Ketterling. This enabled the library to be opened for the whole school day -- a tremendous improvement. Teachers and the principal have been very supportive of the program. The librarian's position is still vacant, although there is hope that it will be filled in the fall, but not likely by an Indian, for none seem available.

*Children in the well-used Fort Yates Elementary School library.*

*Main street in Fort Yates.*

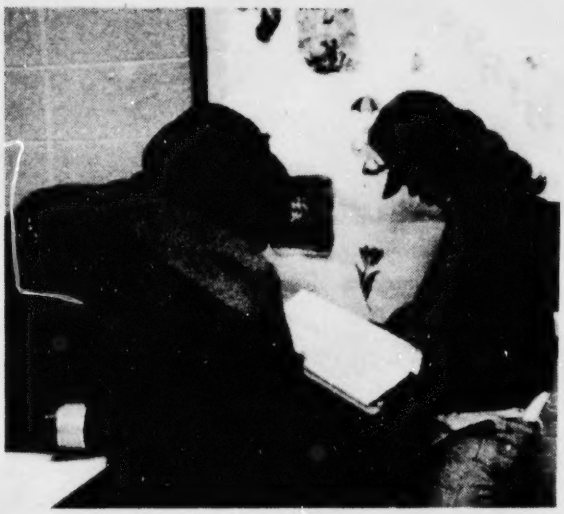
7. Solen School District (Solen and Cannonball School libraries)

Solen School houses grades 1-3 and 7-12 (busing for integration has caused unusual grade distribution) of about 200 students (80 percent Indian, 20 percent Anglo).

The physical facilities of this library are new and pleasant. There is even a room for audiovisual equipment and a work room. The biggest problem is there is a very limited collection as well as limited equipment. About half the shelves in the library stand empty and there are no periodicals.

This library has never had a librarian. Instead, teachers at various times have been assigned to the library part-time. It was not until this year that the teacher assigned became interested in library work. She joined the program in January, 1978, and has completed enough units to be certified as a librarian in a Class-III school. She is continuing in the program, working toward a library science minor. This fall, Solen will have the first certified librarian in its ten-year history as a school district.

The Solen district trainees have repeatedly gone before the school board requesting a budget for the libraries. Because of extra funding that was received from the Johnson-O'Malley Committee, the school board has agreed upon a budget for this coming year. This will mean that new books will be purchased for the first time in four years and a budget will be available where there had been none.



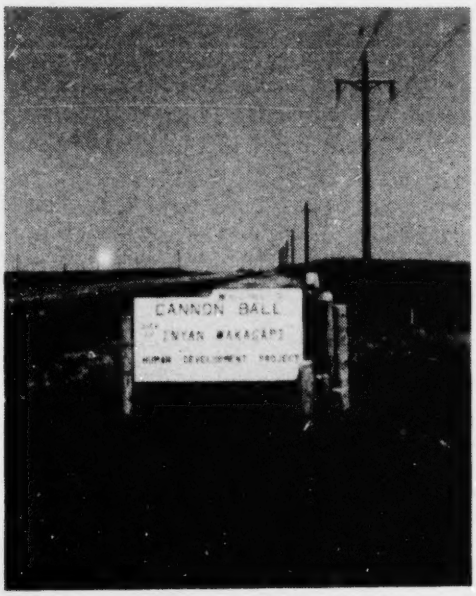
*Elementary and high school students in Solen library.*

The Cannonball School is in the Solen district and houses grades K and 4-6, about 100 students (85 percent Indian, 15 percent Anglo).

This library is the only non-self-contained library, located in the center of an open school. It is a small library, having no audiovisual materials and a few older books. There are a few adult books, originally placed there for the adults in the community, although adults no longer use the library. This school had a 100 percent faculty turnover last year, so it was slow getting the library going, in spite of the enthusiasm and hard work on the part of the student. The library has never had a trained person working in it.

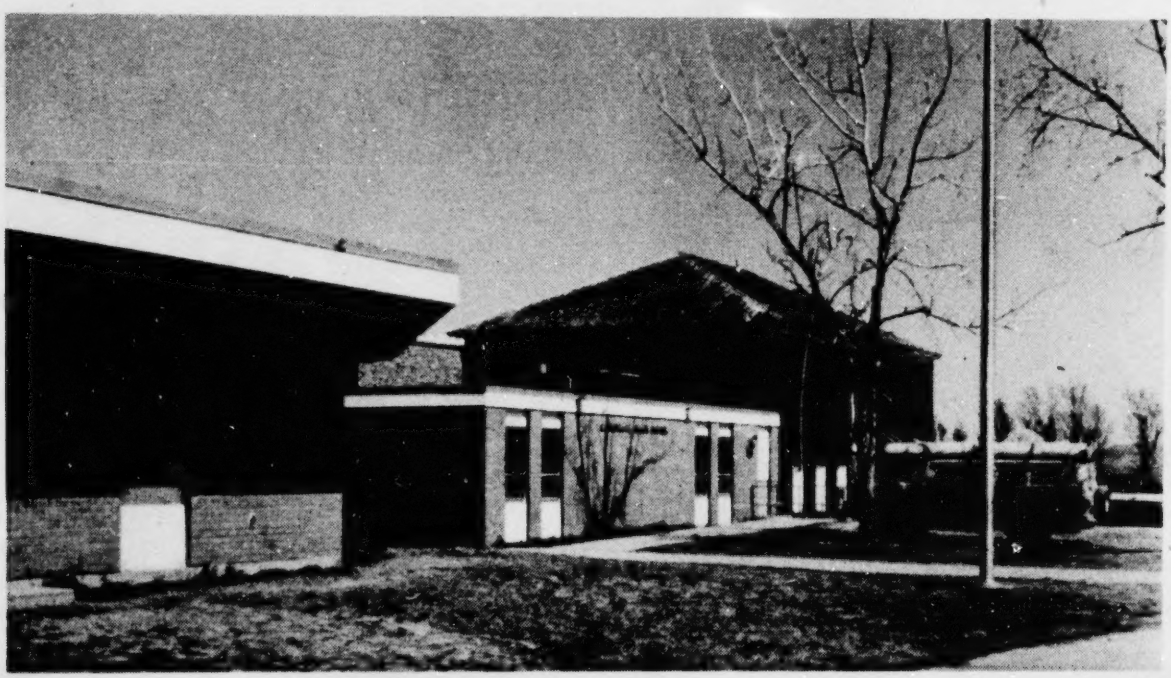
As the student and the teachers gained self-confidence, the library became more and more utilized. In order to help the teachers and to spark interest in the library, Teacher Corps loaned the students a filmstrip projector and cassette player and some audiovisual materials. This proved to be the turning point as more and more students stopped by the library on their way to and from their classes. In the spring, it was evident that every resource this small library had was being used fully. It was at this time that the Johnson-O'Malley Committee offered to donate some money to buy more books and materials.

These two students, Sharon Hsu from Cannonball and Madonna Schaner from Solen, have brought about more improvements during the year than any other library served by the program. But then again, these two libraries were in the poorest condition and need was so evident.

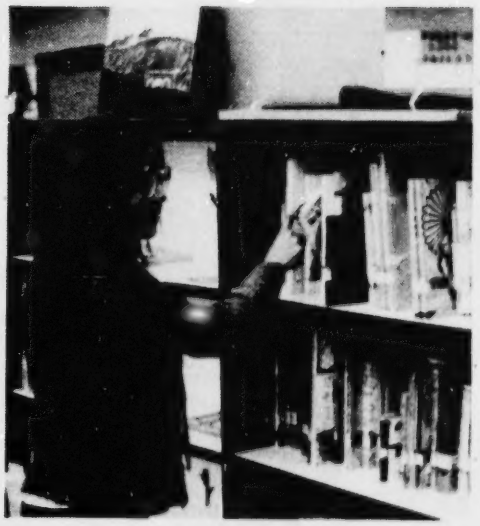



*On the way to Cannonball (45 miles from Bismarck and 25 miles from Fort Yates)*

*Cannonball School*



*Cannonball School library.*



Their enthusiasm has been catching with the teachers, parents, administrators, and the school board, who have been more supportive of the libraries than ever before. The communities have also begun to be library-conscious, as they have seen how the improvement of library services has affected the children. Now it appears that libraries have a chance of growing and becoming an integral part of these communities.

It should be noted here that, although these are predominantly Indian communities, neither student is Indian. What is significant about them and is a vitally important element that makes the difference, is that they are members of the community. Sharon and her husband have a ranch just outside of Solen. They are an integral part of the community and will be there permanently. While Madonna does not live in Solen, she has taught there for four years. She is deeply involved with the students and life in these communities. It is this membership in the community and involvement that appears to have contributed to their successes. The most commonly heard criticism of the type of people running a library on the reservation is that they were "outsiders" and not "involved"; therefore they did not "care about the town and what would happen to the library when they left". An "insider" is always preferred, be they Indian or not, because they have a vested interest in and know their own community.

# Unexpected Benefits

When a program is begun, there are always hopes and aspirations that it will be successful in meeting its goals and objectives. In the case of this institute, many important events happened, not part of the proposal, but brought about because of the Institute's successful functioning. While it would be too lengthy to mention all of them, the most important ones are worth mentioning.

Probably the most important series of events was the effect the Library Training Institute had on the communities as a whole. One should never underestimate the power and communication in small towns. Since all the sites were in small towns, it was quickly known what Mrs. Anderson (a stranger and therefore newsworthy) was doing in the community and who was involved. For many months, she and the program were carefully and silently observed. Sometime along the way, the program passed the test and then feedback began to come in. Without exception, the comments were favorable. Typical of the comments were:

> I was suspicious at first. We get so many federal programs that come in with a big splash and then fade away, leaving us worse off than we were before. But this one is different. I can see now you are teaching our people to become good library workers who understand and help our children.

The comments first came from people somehow associated with the program, such as administrators, superintendents, B.I.A. education officers, and librarians who were supervisors. Later, it was the community as a whole -- teachers, parents, tribal council members, and most importantly, the children, who said:

> I like this library now. It's a fun place to come. We can do all kinds of things here that we were never allowed to do before. Now we have story hour and the librarian smiles at me.

We expected to recruit several students who had just graduated from high school and were looking for a career. Instead, almost all of our recruits were mature women who were each already employed as an untrained aide in some library. These people's training ranged from no college background to a B.A. degree. The average college background was about one year of college units. Because of this unexpected built-in background, it was easier to teach the classes and the students were able to adapt more readily to the field-based type of instruction.

Because all of the students already had an interest in library work, motivation and retention was never a problem. Instead, the students were extremely enthusiastic about the class work because they were able to apply what they had learned immediately on the job. This reinforced their learning and self-confidence because of their immediate successes. Their deep involvement in the courses and their jobs caused them to do a great deal more than the minimum required for the course work. Many did projects on their own because they saw the need. Examples of this are as follows:

1) Three students began putting together a library skills unit to be taught at three different levels; 2nd grade, 4th grade, and 6th grade. They worked cooperatively on this, sharing their ideas and knowledge. The end product was three polished library skills units to be taught by either the teacher or a library technician. These were demonstrated at a Teacher Center Seminar in Devils Lake in April.

2) One student in Solen was able to convince the school board to allow the school libraries in Solen and Connonball to be opened this summer for a summer reading program. This is the first time this has ever happened there, even though there is no public library service available in the summer. These summer reading programs have been immensely successful. One school is opened two days a week and the other is opened three days a week. The average attendance at story hour (which occurs every day) is about 15 to 20 children, ranging in ages from pre-school through junior high school. These older students are an atypical addition to story hour activities, and show how badly these programs are needed. The older children help with the art activity or play time and help keep the youngest children involved. This program began the week school let out and continued to be popular all summer. It will end the week school starts in late August.

3) Two students working in the Little Hoop Community College realized there was no budget with which to operate the library. They made up a budget, listing their needs, and presented it before the Tribal Council and the B.I.A. at Fort Totten. As a result, they have begun to get funding from these two sources.

4) The two students in Solen and Cannonball had been diligently working on their consideration file of books for their libraries. They had kept a running total of the cost and were continually adding to their "want" list. One day, a representative from the Johnson-O'Malley Committee stopped by Cannonball library on his way to a meeting and told the students there that the Committee had extra money left over and did the library need anything that he could present to the Johnson-O'Malley Committee. Immediately, both students presented him with their consideration files and told him the total amount needed. Because these students were ready to take advantage of this happening, the Johnson-O'Malley Committee awarded the schools $5,000 for books for the next year. These will be the first new books these libraries have had in four years, as they had been operating on a zero budget.

Although this program was intended to only train to the A.A. degree, the seeds have been firmly planted for trainees to work toward obtaining a B.A. degree and becoming certified librarians. Out of the thirteen students enrolled, eleven have expressed this desire. Even though many realize this may be as far away as ten years, it is still their goal.

Most of the students wish to work in the areas where they now live and, in fact, in the very libraries where they are now employed as aides.

It was feared by some librarians in the state that training of library technicians would result in the replacement of librarians. However, this has not been the case. In fact, the opposite is appearing. Superintendents have expressed their pleasure in the improvement in the library services this past year. At the same time, they also comment on the fact that if one year of training can accomplish so much, how much better two or three more years will be by the time the student has reached the B.A. level. There appears to be no doubt in their minds that they want the students to become professionals and continue to work.

# FINAL EVALUATION REPORT

## Library Training Institute
## University of North Dakota

**Program Evaluators**

Dr. Lotsee Smith, professor of library science,
Texas Women's University, chairperson
Mr. Dennis Page, Director of Grand Forks Public
Library, member
Mrs. Edna Boardman, librarian, Magic City campus,
Minot, North Dakota, member
Ms. Virginia Corley, reference librarian, Drury
College, Missouri, member

**July 23 - 26, 1978**

## DESCRIPTION OF PROGRAM

The Institute's purpose was to provide the opportunity for ten persons (preferrably Indian) to enroll in a course of study at the University of North Dakota that would enable them to gain basic library media competencies, as well as some formal educational skills, leading to an Associate of Arts degree in library science. Five persons selected to participate were to be stationed in educational libraries on or near the Standing Rock Reservation and five others similarly placed on the Fort Totten Reservation.

It was anticipated that upon completion of the Associate of Arts degree in library science, these individuals would serve in a paraprofessional capacity in the schools where they served as trainees. The Indian aides would then be in a position to improve inter-personal relationships between the Indian and non-Indian staff members. These aides would also influence the selection of culturally related materials for use by students and serve as role models to the many students of their own background.

The program was conducted on-site in geographically isolated districts on reservations.

## PROGRAM GOALS AND OBJECTIVES

Goals of the program fall into two basic categories. The first lies in the area of professional development for the participants. This was to be attained by the participants':

1) attainment of college credit hours in library science necessary to qualify for state certification.

2) meeting the requirements for the American Library Association's "Library Media Aide and/or Support Personnel" criteria for paraprofessional personnel. This requires 24 college credit hours in the first academic year and 7 credits during the summer session.

The second goal lay in the area of the attainment of specific skills and competencies related to the special needs of the reservation communities.

Other stated goals in the professional development area were:

1) to enhance the participants' employment opportunities by providing college credit applicable toward an A.A. or B.S. degree.
2) to enable the participant to assume positions of leadership in the reservation schools.

Other stated goals in the specific skills and competencies areas were those necessary to:

1) assist in implementing library and information service programs in the schools,
2) assist in formulating plans for reservation-wide organizations and development,
3) assist in integrating the facilities and services available from the current National Indian Education Association Library Project with new programs and services, ★
4) participate in selecting appropriate print and non-print materials for individual community learning centers,
5) assist faculty, local patrons, and students in the location and utilization of materials, information, and equipment,
6) organize and maintain materials and equipment in an acceptable and practical manner to facilitate use of the library,
7) help in establishing goals and objectives for their library,
8) operate a variety of audiovisual equipment including tape recorders (both video and audio), film projectors (both 8 mm and 16 mm), cameras (both 35 mm and 8 mm), and overhead projectors,
9) interpret user requests and locate information sources and services needed by them,
10) identify local needs and areas of interests and initiate action to meet them,
11) assist in planning a budget for their library,
12) communicate library and user needs to funding agencies and local administrations,
13) organize appropriate public relations efforts to promote library usage,

★ It should be noted that the NIEA project was no longer in existence at the inception of this project.

14) recommend desirable changes in facilities and in programs upon completion of the project,
15) assist in conducting library orientations and in-service workshops for students, school staffs, and local patrons.

## ELEMENTS OF THE INSTITUTE

### Staff

The personnel of the program includes: Dr. Donald K. Lemon, project director; Mrs. Karen Anderson, field coordinator and clinical professor; Mr. Neil Price, assistant professor and chairman of the Library Science and Audiovisual Instruction Department; and Charma Murphy, secretary.

Dr. Lemon is respected and widely known in the Indian communities. His contact with the administrators, supervisors, and students was extensive due to past experience with other programs in this area.

Mrs. Anderson is a key figure in the program, having by far the most contact with the participants, supervisors, and instructors. Her relationship with the students was strong without being paternalistic. Numerous comments

were made of her competency in working with and concern for the students. The contact she had had with administrators is extremely good and obviously is an ongoing commitment.

Charma Murphy functions very effectively as a secretary and researcher for the project.

### Facilities

On campus facilities are adequate and conveniently located. The housing of students during on campus instruction was criticized for its inconvenience when it necessitated motel accomodations. Dorms were preferred by the students, though they were not available during the winter months.

On-site facilities were convenient but lacked adequate resource material.

### Budget

The funding in most areas was sufficient for the programs offered. The exceptions were:

1) Travel: Institute staff indicated the $5,000 allocated was not sufficient to enable adequate travel by project personnel. The desire for increased contact with staff was often expressed by students.
2) Supplies: The staff indicated that the $6,000 allocated did not include funds to provide the students with adequate on-site research material.

Money was not available for participation in the American Library Association meeting as anticipated; a beneficial experience not exploited. The North Dakota Library Association meetings should be on the schedule for these students to allow exposure to the larger library scene in the state.

## COORDINATION WITH OTHER AGENCIES

Although not addressed specifically in the proposal, this aspect of the Institute played an important role in the success and development of the Institute. The fact that so many sites and so many different types of organizational structures were involved created many interactions. Two Directors of Education of the Bureau of Indian Affairs, several public school principals, superintendents and board members, two public library directors, three junior college officials, North Dakota State Department of Public Information officials, as well as other librarians, were among those who had a relationship with the Institute. In most cases, those interviewed expressed the opinion that they had been contacted and informed about the purposes and intents of the Institute; they were supportive and complimentary toward the program. In several cases, the officials had increased allocations and staff for their libraries because of this Institute. Many of them stated that they were of the opinion that this was a quality program and that they were and would remain concerned that this integrity be maintained.

To adequately coordinate a project of this type requires an inordinate amount of time. The staff of the Institute seems to have accomplished their task very effectively.

An unanticipated problem was the relationship of the program to the North Dakota State Department of Public Instruction and Instructional Media Department of the North Dakota Education Association. The level of courses (100/200 vs. 300/400/500) is an issue, as is the total number of semester hours awarded during the program. The stance of the IMD is to prefer that lower numbered courses and fewer credits be given to students in the institute program, while maintaining excellence and a slower pace.

The position of the IMD is understood by the program administration. There is an earnest desire to be responsive to the concerns of this group and the Department of Public Instruction as well. This, however, puts the program in a double bind, since one of the major objectives of the program is to create a career ladder for the trainees and since the Institute was funded on the basis of the program proposed, which included a significant library science training component of courses numbered 300/400/500. In addition, similar programs offered at state colleges in North Dakota are similarly designed, as was the original program at the University of North Dakota.

## PARTICIPANTS

The participants in the Institute for library training represented a balance of approximately 50 percent Anglo and 50 percent Native American, all female, over the one year course of the grant. Participants were selected from the reservation and surrounding areas, where some were already placed in existing understaffed, fledgling libraries in the Fort Yates, Fort Totten, and Devils Lake area. Libraries served by participants from the training program include the Devils Lake Public Library, 2 aides; Devils Lake Elementary Schools, 3 aides; United Tribes, 1 aide: Fort Totten schools, 1 aide; Solen School, 1 aide Cannonball School, 1 aide; Standing Rock Community College, 2 aides; Little Hoop Community College, 2 aides; and one participant was not assigned. Most institutions serve a predominantly Native American population.

The number of participants has varied from eleven beginning in September, 1977, to a high of fourteen starting the second semester (January, 1978). Variation was due to two trainees leaving the state at the end of the first semester, and one drop-out in the second semester due to

lack of interest. It is anticipated that the close of the year, August, 1978, there shall be thirteen trainees completing this third session, with nine completing the required library science courses of 19 units satisfactorily. Three participants will complete the A.A. program as a result of the grant project, graduating in August, 1978.

The recruitment and selection process show effectiveness in the retention rate of participants selected for grant training. Karen Anderson contacted local tribal councils, school boards, and junior colleges for recommendations. Interviews with candidates were arranged in conjunction with these groups and jointly agreed upon for inclusion in the program.

A variety of educational backgrounds is noted from high school graduates through the baccalaureate, including a teacher and a licensed practical nurse. An impression of lively interest and commitment to library services was evidenced in the evaluators' interviews with the trainees. The spread in age from about 20 to 50 years of age represents an ongoing supply of service to the communities.

The trainees showed a developed interest in service as well as a commitment to continuing education to follow the conclusion of the grant-provided opportunity. It was agreed among the trainees that the opportunity, although desired, for library training would not have been pursued without this on-site opportunity. The distance, isolation, and personal family commitments were a profound barrier.

Attendance of classes both on campus and on-site was consistently good with very little tardiness. Assignments were completed as demanded and student evaluations show that there was attention and real desire to learn in both environments.

Trainees have contributed to their communities in both work-site increased efficiency due to increased knowledge and in the community as they drew attention to library needs and made new services available. A school board, Indian tribal council, and town have benefited from outreach initiated by the trainees.

The supervisors were supportive of program goals to create a body of trained personnel to meet unmet needs. They were very interested in the opportunity to employ locally based people with understandings in harmony with a Native American cultural base. Employment opportunities seem secure for the trainees.

The goals as expressed in the grant proposal were realized in the performance of the trainees, the composition of the group, and service extended in the Indian reservation area. These students will be the true measure of the project's goals.

An implied guarantee of a career ladder for these students, toward a goal of certification, will need to be given priority by the University of North Dakota. Trainees carried over for completion of degrees will expect a program on the level and quality in which they enrolled.

It would be desirable to give increased attention to the recruitment of Native American trainees for service in the reservation areas. No recruitment preference should be exercised so as to undermine the quality of the trainees.

## INSTRUCTIONAL PROGRAM

The instructional program consisted of:

| Library Courses Offered | General Courses Offered by Community Colleges |
|---|---|
| **Fall Semester - 1977** | |
| LSAV 271 - Introduction to Library Science and Audiovisual Instruction 3 hours | Typing 101 3 hours |
| LSAV 365 - Basic Audio-visual Equipment Laboratory 3 hours | Freshman Composition I 3 hours |
| Total: 12 hours | |
| **Spring Semester - 1978** | |
| LSAV 300-Building Media Collections 3 hours | Freshman Composition II 3 hours |
| LSAV 305-Reference Sources and Services 3 hours | |
| HRD 486-Field Experience -- Library 3 hours | |
| Total: 12 hours | |
| **Summer Session - 1978** | |
| LSAV 425-Classification and cataloging for Media Collections 4 hours | Bus. 222 - Office 3 hours |
| Total: 7 hours | |

Total Semester Hours for Year: 31 semester hours

Karen Anderson taught or team taught most of the library science courses and supervised the Field Experience. She team taught the Reference with Mr. Neil Price. Darell Evanson, a member of the UND regular Library Science faculty, taught the Basic Audiovisual Equipment course. Paul Renick, a part-time instructor with the Library Science faculty, taught the classification and cataloging course.

The instructional program was handled in such a way that a portion of the course work was taught on campus and a portion on-site. Students were on campus a total of five weeks during the 12-month period. Neil Price visited each site twice and taught one evening session each time. Extensive follow-up modules were then completed by Karen Anderson. She also did most of the on-site teaching. She visited with individual students, discussing work and responding to questions. Questions were frequently telephoned to her in advance, enabling her to bring books and other materials as needed.

Students and their supervisors said that the material generally was helpful and suited to immediate needs. They repeated frequently that course work was offered in too concentrated sessions that made it difficult to absorb (though immediate application made recall easier). Most students felt that they would appreciate more on-campus time, and only one or two indicated that personal obligations or costs would prohibit their doing so.

The students reported generally liking their instructors, even when the work got heavy, and all mentioned appreciating Karen Anderson's helpfulness. They did add that they desired more contact hours, both on campus and with the visiting resource person. This indicated to the evaluators that good rapport had been established between students and the instructional staff.

Students felt that access to resources needed to complete assignments had been good. Each library that did not already have one was given copies of the **Dewey Decimal Classification, 10th Abridged Edition** and the **Sears List of Subject Headings.** To complete the Reference course assignments, Fort Yates area students used Bismarck libraries and Devils Lake area students were able to use the public library and the Lake Region Junior College. In addition, Mrs. Anderson would arrive on her visits with her "bundle of books" to fill the gaps.

As part of their program during the time in Grand Forks, students toured and were asked evaluation questions about area libraries. They saw Chester Fritz Library, Montgomery Library, the Grand Forks Public Library, Red River High School Library, and two elementary school libraries, one open, and one self-contained. They rated them as to convenience, centralized processing, hours, and accessibility.

Other special materials presented were films that related to areas such as Indians, intellectual freedom, and censorship.

## SUMMARY AND RECOMMENDATIONS

In general, the Institute has done a commendable job in meeting its stated goals and objectives. The aides were enthusiastic about their work and satisfied with the quality of instruction. They did express (uiniversally) a desire to have more contact with the instructors, whether it was on-site or on campus. They were eager to learn more but portrayed a confidence in their own abilities as a result of their training. They were providing library services where, in some cases, there had been none. Some of them had even initiated projects on their own, such as a summer reading program project at Solen. They appeared to be highly motivated toward pursuing a career in library science and in improving library service in their own communities.

Concern was expressed by several sources (some university personnel, State Department personnel, and state organizations) about the total number of hours, the course levels (300-400 numbers), and the quality of the instructional program. The evaluators examined these issues and generally believe that many of the fears expressed by these interested persons were unfounded, since the end product -- the aide -- is the best evidence that the program, as designed, is appropriate and successful.

The evaluators do recognize the need for maintaining a quality program. This point was emphasized by tribal, school, and other officials with whom interviews were conducted.

It is recommended that at least nineteen credit hours of library science, applicable toward state certification and toward a minor or major, continue to be a part of any future institutes. It is imperative that courses offered in institutes such as this one be accepted as regular credit toward a degree. They should not be "watered down" versions of the regular courses and they should not be considered electives.

# Appendix

## LIBRARY TECHNICIAN TRAINING INSTITUTE

**What is it?** This is a federally funded field-based program designed to train lower division college students to become qualified Library Technicians.

**What is a Library Technician?** This is a person holding an A.A. degree, with a major in Library Science. This is a paraprofessional position enabling a person to work in a school library.

**How is the Institute operated?** The University of North Dakota is furnishing the Library Science courses and the local community colleges are furnishing the basic education courses.

**Who is involved?** There will be a total of 20 students involved in the Institute. There are 8 students in the Fort Totten area already enrolled in the Institute, leaving the possibility of 12 students to become part of the Institute from the Standing Rock/United Tribes area.

**What is the length of the Institute?** We have been funded for one year (September, 1978 to August, 1979) which are the fall, spring, and summer semesters. There will be a total of 19 Library Science units that will be completed by that time.

**What is the stipend?** There are no stipends as such. The Institute does pay tuition, fees, etc., for the Library Science courses from the University of North Dakota. In addition, travel, per diem, and $75.00 per week will be paid to the student for each week they are required to come to campus for instruction. That occurs twice a semester for fall and spring, and once in the summer session---a total of 5 weeks for the year.

**Want more information?** Contact:
Karen Anderson, Assistant Director
Education Building, room 106
University of North Dakota
Grand Forks, North Dakota 58201
Phone: (701) 777-4391

### REQUIREMENTS FOR STUDENTS FOR THE LIBRARY TRAINING PROGRAM
**Spring Semester, 1978**

1. Every student enrolled in the program will be required to attend classes held at Fort Yates on Tuesday and Wednesday evenings once a month when the instructor is in the area. The final dates and places will be announced at a later time.

2. Every student is required to attend two one-week on-campus sessions (January 16-20 and April 3-6) for the spring semester and one week during the summer session.

3. Students who decide to be full-time students and eligible for stipend must enroll for at least 3 semester hours at Standing Rock Community College 9 semester hours from UND. Stipends are paid by check bi-monthly for the amount of $83.00, or $166.00 per month.

4. Students who wish to enroll for only the library science courses from UND may elect to take 6 or 9 semester hours. These students will not receive a monthly stipend, but will receive $75.00 for each week spent on campus to help defray costs.

5. All students enrolled in the program will receive per diem and travel re-imbursement for time spent on campus. Costs that will be re-imbursed will be:
   $8.00 per day per person for meals
   $8.00 per day per person for Econ-o-tel Motel
   Travel pay of 15- per mile will be paid to the owner of the car that drives to Grand Forks. It will be expected that students will share rides and no more than 2 cars should be driven to campus. All these expenses will be re-imbursed by check mailed to the student. University policy prohibits us to pay in advance.

6. All students will be responsible for buying their own books and for any expense incurred by taking courses at Standing Rock Community College.

7. Courses offered this spring semester from UND are:
   LSAV 300 - Reference Sources and Services 3 units
   LSAV 305 - Building Library Collections 3 units
   HRD 486 - Practicum - Library 3 units
   (the Practicum is work experience and requires 16-18 hours per week working in a library for the semester)

8. Full-time students must take all 3 courses to qualify for the stipend unless they have already taken a course.

9. Part-time students can elect to take 6 or 9 units. They may enroll for LSAV 300 - Reference or LSAV 305 - Building Library Collections or both. These students must enroll in HRD 486 for the work experience. It is recommended that a student take as many library science courses as possible because the opportunity may not be repeated.

10. It is entirely possible to take the library science courses now and take the basic education courses leading to an A.A. degree next year.

**EXAMPLE OF LETTER SENT TO NEW STUDENTS FOR SPRING SEMESTER, 1978**

## The University of North Dakota

Grand Forks 58201

Library Training Program
Center for Teaching and Learning
Education Building, room 106

December 29, 1977

Dear Applicant:

We are pleased that you have expressed an interest in joining the Library Training Program. As part of the selection process, there will be an interview with a selection committee composed of several community members and two people from UND.

The interviews will be held on Thursday evening, January 5, 1978, from 7:00 pm to 9:00 pm at the Standing Rock Community College Library. Since there are several people to be interviewed, please try to be prompt for the time assigned to you.

At this time, you will have the opportunity to state why you would like to join the program and to express any questions you might have. You will also be given the necessary instructions and your responsibilities and opportunities as members of the Library Training Program. Final decisions as to who will be participants in the program will be made after all interviews on that evening.

Enclosed is a postcard for you to complete and mail to the college or drop off to Emma Jean Blue Earth.

We are looking forward to seeing you on Thursday evening. We wish you every success in joining and succeeding in this program.

Sincerely,

Karen Anderson

Dr. Donald Lemon

Enclosure

P.S. The time assigned to you is _____.



## UND MEMORANDUM

DATE: August 1, 1977
TO: New Intern Applicants for the Library Training Program
FROM: Karen Anderson, Clinical Professor/Field Coordinator
RE: Enrollment in the Library Trainin, Program

I am very glad to hear of your interest in the Library Training Program. It is a very worthwhile program, and I know that everyone enrolled this year has enjoyed it immensely, even though they won't always admit it because of the work involved.

If you are truly interested in joining the program in the fall, please fill out the questionnaire and send it to me at the earliest opportunity. I can then send you further information about the requirements of the program and what you need to do to be officially enrolled. As soon as you are sure you intend to enroll, you can complete the official University of North Dakota enrollment forms and send them directly to the Admissions Office. If you do send this, remember to send transcripts of all college work done, or your high school transcript if you have no college background. Do send these directly to the Admissions Office; they will not be accepted if you send them to me.

If you have any questions before I can get in touch with you again, you are welcome to call me at the University. My number is 777-4391, and I am usually in the office between 9 a.m. and 4 p.m.

Thank you for your interest, and I hope to see you in the fall!

**EXAMPLE OF LETTER SENT TO MEMBERS OF THE SELECTION COMMITTEE FOR THE SPRING SEMESTER NEW STUDENTS**

## The University of North Dakota

Grand Forks 58201

Library Training Center
Center for Teaching and Learning
Education Building, room 106

December 29, 1977

Dear

As you are aware, the University of North Dakota has been offering library science classes in a Library Training Program this past semester. We have advertised in the area that we have some vacancies for applicants for the second semester and we have received word that about eight people have indicated interest in joining the program. However, we have openings for only four people on full-time stipends.

Because of your leadership capacity in the community, we would greatly appreciate it if you would serve on the selection committee to help us choose the best candidates for the program. And since you are a member of the community, we feel that your opinion is vital to the success of choosing successful candidates.

We realize that the first week after vacation is a hectic one for all of us, but it is nevertheless necessary to make the decisions concerning these participants as soon as possible. Therefore, in order to cause as few conflicts as possible, we are recommending that we hold the committee selection meeting on Thursday evening, January 5, at 6:45 pm at Standing Rock Community College Library. We will contact all the interested applicants to be there to be interviewed from 7 pm to 9 pm. After the interviews, the committee will then decide who they feel will be the best participants. We at the University will be most receptive to your decision because we feel that you are far more qualified to judge these people than we are because you know them and we do not.

Enclosed is a postcard for you to indicate whether you will be able to accept this responsibility and opportunity to strengthen your community.

Thank you for your cooperation.

Sincerely,

Karen Anderson

Dr. Donald Lemon

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## SCHEDULE FOR ON-CAMPUS INSTRUCTION

September 19 - 23, 1977

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 8-9 | | Intro class Ed Bldg, 106 | AV Lab Sayre Hall 108 | Intro class Ed Bldg, 106 | AV Lab Sayre Hall 108 |
| 9-10 | | | | | |
| 10-11 | | AV Lab Sayre Hall 108 | | AV Lab Sayre Hall 108 | |
| 11-12 | | | | | Closing Session Education Bldg. 111 |
| 12-1 | | LUNCH | LUNCH | LUNCH | |
| 1-2 | Opening Session ED. Bldg, 111 | Chester Fritz Library 303 | Montgomery Hall 316 | Education Bldg, 2 | |
| 2-3 | Chester Fritz Library Tour | | | | |
| 3-4 | | | | | |
| 4-5 | Education Bldg., 111 | | | Kelly School Library Tour | |

## SCHEDULE FOR ON-CAMPUS INSTRUCTION

November 14 - 18, 1977

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 8-9 | | Montgomery Rm 313 Karen Anderson | D Evanson ★ | Education Rm 106 Karen Anderson | Darell Evanson ★ FINAL EXAM For A-V |
| 9-10 | | | | | |
| 10-11 | | Darell Evanson ★ | | Darell Evanson ★ | |
| 11-12 | | | | | Karen Evaluation Education Rm 106 |
| 12-1 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 1-2 | Karen -- Orientation Education Rm 106 | Tour of Roosevelt Elementary School Library | Darell Evanson ★ | Tour of Public Library and I. C. Center | |
| 2-3 | Darell Evanson ★ | | | | |
| 3-4 | | Darell Evanson ★ | | | |
| 4-5 | | | | | |

★ classes in Sayre Hall, rooms 104, 108, or 111.

## SCHEDULE FOR ON-CAMPUS INSTRUCTION

January 16 - 20, 1978

| | MONDAY | TUESDAY | WEDNESDAY | THURSDAY | FRIDAY |
|---|---|---|---|---|---|
| 8-9 | | | Ch. Fr. - Karen LSAV 300 | Mont. 316-Price LSAV 305 "Selecting Media for Learning" | Ed. 106-Karen LSAV 305 Needs Assessment Survey |
| 9-10 | | Ed 106 - Karen LSAV 300 Reference (Periodical Indexes) dismiss to Ch. Fr. for work on periodicals | | | |
| 10-11 | | | free time | free time | film |
| 11-12 | | | LUNCH | Mont. 316-Karen LSAV 305 Book Select. aids | Evaluation and assignments |
| 12-1 | | | Mont. 316-Karen LSAV 305 Book selection aids | LUNCH | |
| 1-2 | Ed 106 – Price and Karen orientation film | LUNCH | free time | Mont. 316-Price LSAV 300 Dictionaries | |
| 2-3 | break-bookstore | | | | |
| 3-4 | Ed 106 - Karen LSAV 305 Intro to Building Lib. Collections | Mont. 316-Price LSAV 300 Intro to Reference Encyclopedias, filmstrip | Mont. 316-Price LSAV 300 | Tour-paperback book stores (optional) | |
| 4-5 | | | Non-book Reference tools | | |

LSAV 300 - Reference class
Karen - Mrs. Karen Anderson, instructor
Ed. 106 - Education Building, room 106
Ch. Fr. - Chester Fritz Library
LSAV 305 - Building Library Collections class
Price - Mr. Neil Price, instructor
Mont. 316 - Montgomery Hall, room 316

## SCHEDULE FOR ON-CAMPUS INSTRUCTION

April 10 - 14, 1978

| | | | | | |
|---|---|---|---|---|---|
| 8-9 | | Mont. 316-Price LSAV 300 Bibliography assignment | Ed 106-'karen LSAV 305 Indian films & Ethnic selection | Mont. 316-Price LSAV 300 Chap.22-Gov.Doc. | Meet for trip to Fargo |
| 9-10 | Mont. 316-Price LSAV 300 Ref. Negotiation | | | | |
| 10-11 | Film-"Eye of the Beholder" | Lab in Mont. Library Price available in office for questions | Catch up time Karen available Ed 106 & Mont. | Ch. Fritz - Lab on Government Documents | |
| 11-12 | Ed. 106-Karen Orientation | | 316 Open Both libraries open | | |
| 12-1 | LUNCH | LUNCH | LUNCH | LUNCH | Dismiss to go home from Fargo |
| 1-2 | Ed 106-Karen LSAV 300 Cahp. 18 & 19 | Mont. 201-Price LSAV 300 Chap. 15 & 20 | Mont. 316-Darell LSAV 305 Chap 5 | Corwin Hall Ruth Gallant LSAV 305 | |
| 2-3 | dismiss to Ch. Fritz for lab on these chaps. | | lab for class | | |
| 3-4 | | | Ed 106-Karen LSAV 305 Cap. 8 & 9 | Lab-Corwin Hall | |
| 4-5 | | Mont. 316-Karen LSAV 305 Films; censorship | Paul Renick orien. for cataloging class (summer) | | |

## SCHEDULE FOR ON-CAMPUS INSTRUCTION

June 19 - 23, 1978

| | MONDAY<br>June 19 | TUESDAY<br>June 20 | WEDNESDAY<br>June 21 | THURSDAY<br>June 22 | FRIDAY<br>June 23 |
|---|---|---|---|---|---|
| 8-9 | | | | | |
| 9-10 | | | | | |
| 10-11 | Montgomery Hall rm 205 | Montgomery Hall rm 205 | Montgomery Hall rm 205 | Montgomery Hall rm 205 | Montgomery Hall rm 205 |
| 11-12 | | | | | |
| 12-1 | LUNCH | LUNCH | LUNCH | LUNCH | LUNCH |
| 1-2 | Montgomery Hall rm 316 | Montgomery Hall rm 318 | Montgomery Hall rm 316 | Montgomery Hall rm 318 | Montgomery Hall rm 316 |
| 2-3 | | | | | |
| 3-4 | | | | | |
| 4-5 | Ed Bldg rm 106 Calligraphy John Andrus | Ed Bldg rm 106 Calligraphy John Andrus | Ed Bldg rm 106 Calligraphy John Andrus | Ed Bldg rm 106 Calligraphy John Andrus | Ed Bldg rm 106 Calligraphy John Andrus |